

Analysis Of Competency-Based Learning Objectives In Curriculum 13 And Independent Curriculum

Ibnu Alwi Jarkasih Harahap¹, Sindi Pramita², Radhinal Abdullah³, Siti Halimah⁴
Universitas Islam Negeri Sumatera Utara

Article Info	ABSTRACT
<p>Keywords: Learning Objectives, K13, Independent Curriculum.</p>	<p>In the era of globalization and development fast technology, education expected can prepare generation young For face challenge complex involving change social, economic, and technological. Emphasis on mastery skills practical, appropriate attitude, and ability think critical and creative become very important For ensure graduate of Ready facing the dynamic world of work. Although Lots system education Still focus on mastery material in a way theoretical, approach This often ignored application practical from knowledge learned. Research This use library research methods for collect and analyze data from various source written, with objective For dig essence values education that is relevant in the modern era. The results of the analysis show that flexibility in learning and development teacher professionalism is very important For increase quality education and results Study students, so that graduate of can adapt with Good in environment that continues changed.</p>
<p>This is an open access article under the CC BY-NC license</p> 	<p>Corresponding Author: Ibnu Alwi Jarkasih Harahap Universitas Islam Negeri Sumatera Utara ibnu0331234019@uinsu.ac.id</p>

INTRODUCTION

In the era of globalization and development very fast technology, education own an increasing role crucial in prepare generation young For face various complex challenges. Changes social, economic and technological developments that continue in progress demand individual For own competency that is not only limited to mastery knowledge, but also skills practical and appropriate attitude with demands of the times. Students expected capable adapt with environment that continues change, which requires they For think critical, creative and collaborative in finish problem.

However, many system education in various parts of the world still focus on mastery material lesson in a way theoretical. Approach This often ignored application practical from knowledge learned, so graduate of feel No Ready For face reality of the working world. Approach education traditional, which is often oriented towards memorization and exams, does not adequate For prepare student facing the dynamic world of work. According to Dewey (1916), education must oriented towards experience and relevance, where students No only taught For remember information, but also for apply it in context real.

Design goals learning based on competency (outcome) becomes the more important For implemented in context education moment This. Learning objectives based on competence direct focus education on clear outcomes, which include knowledge, skills and

attitudes that must be owned by students. With approach this, students pushed For active involved in the learning process, so they No only understand material, but also capable apply it in situation real.

A number of study show that learning based on competence can increase involvement students and results Study. For example, Anderson and Krathwohl (2001) suggest that formulate objective competency - focused learning can assist teachers in develop more curriculum relevant and applicable. This leads to more learning. in depth, where students pushed For think critical, creative, and collaborative, as well as own ability For Work in team and communicate with effective.

However, the implementation design objective learning based on competence in the field no easy. One of the challenge main is lack of teacher understanding and skills in formulate objective effective learning. Research by Borko and Livingston (1989) shows that many teachers feel No own sufficient skills For compile indicator clear and measurable performance. This is result in objective ambiguous learning, which in turn affect the learning and assessment process. Without existence clear understanding about What should achieved, both teachers and student will difficulty in reach expected results.

Beside that, limitations source power, good in matter teaching materials and training professional for teachers, to be constraint significant in implementation curriculum based on competence. Research conducted by Darling-Hammond and Bransford (2005) emphasized importance investment in development professional teacher for increase quality teaching and results Study students. Without adequate support, teachers will difficulty apply appropriate method For reach objective learning that has been set, and this will impact on quality education in a way overall.

RESEARCH METHODS

Study This use method *library research* or study library, which aims to For collect data from various source written, such as books, journals, articles scientific, and documents relevant related. Sources secondary, such as article journals, theses, and dissertations, are also used For enrich analysis. Collected data Then analyzed in a way qualitative with identify and interpret essence from values custom the as well as relevance in the modern era. This method chosen Because give runway a strong and possible theory researcher dig information deep from various source written in support study historical and contemporary related objective learning based on competence.

RESULTS AND DISCUSSION

Learning objectives based on competence (*outcome-based education*) is approach education that emphasizes results end from the learning process, with focus on the competencies that must be mastered by students. Concept This develop along with need will graduates who do not only own knowledge theoretical, but also skills practical and relevant attitude with demands in the world of work and life daily.

Learning based on competence is learning that is done with orientation achievement competence participant educate. So that all estuary end results learning is increasing

competence participant learners who can measured in pattern attitudes, knowledge, and skills. Education based on competence focus on development ability For perform (competence) tasks certain appropriate with standard performance that has been determined (Husamah, 2013). Approach This aiming For prepare students to be ready face real world challenges, both in context work and also in life everyday. In the context of this, competence covers three dimensions main :

1. Attitude. Attitude covers values, ethics, and behavior that must be owned students. Education based competence try to form character students, so that they No only own knowledge, but also capable behave in a way ethical and responsible answer.
2. Knowledge. Knowledge covering information and concepts that must be mastered by students. Learning must designed such that appearance so that student can understand and internalize relevant information with competencies that you want achieved.
3. Skills. Skills covers ability practical required For carry out task certain. This includes skills technical, analytical, and interpersonal skills are essential in various context, including the world of work.

Learning objectives based on competence achievement oriented clear and measurable results. According to Spady (1994), learning based on competence focus on what to do known and can done by students after they finish learning. This changes paradigm education from a teaching - oriented process become learning - oriented outcomes. With Thus, success student No only measured from how much Lots information that is remembered, but how much Good they can apply knowledge the in situation real.

The competencies in question in objective This must can measured through clear indicators. This is very important. For ensure that student reach level expected mastery. According to Anderson and Krathwohl (2001), formulating objective competency - focused learning assist teachers in develop relevant and applicable curriculum, which in turn can increase results Study student.

Design goals learning based on competence also takes into account relevance required competencies in the world of work and life everyday. Along with rapid change in society, skills needed For success in place Work the more developing. According to UNESCO (2015), education must covers development skills 21st century, such as breakdown problems, creativity, and skills collaboration. Therefore that, the goal learning based on competence try For prepare students to be able to adapt with change the.

Learning objectives based on competence covers dimensions cognitive, affective, and psychomotor. This is means that learning No only focus on aspects knowledge, but also on development attitudes and skills practical. Bloom (1956) in taxonomy his education mention that education must covers development skills think critical and creative, which is an integral part of competence.

Approach This push student For participate active in the process of learning, making they No only as recipient information, but also as excavator and implementer knowledge in different situations. This is in line with theory constructivism which states that student build understanding and knowledge they Alone through experience and interaction social (Piaget, 1973). With Thus, the purpose learning based on competence functioning as guide for

teachers and students in the learning process, ensuring that results achieved relevant and useful in life real. Approach This answer challenge modern education, where graduates expected No only own knowledge, but also the necessary skills and attitudes For face challenges in the future.

Learning objectives based on competencies (PBK) include a number of element the main thing is important in development education. First, development ability practical become focus main, where the goal is learning directed For prepare students to be able to do tasks certain in accordance with standard performance that has been set. This is covers mastery skills practical that can applied in life everyday life and the world of work. Furthermore, there are improvement quality expected graduates can produce individual with more capabilities meaningful and relevant with need public and the world of work, so that they Ready face various existing challenges.

Other elements that are not lost important is flexibility in learning. The objectives of PBK also include development method learning that can customized with diversity characteristics and speed Study every participant educate, enable student For Study in accordance with potential and interests of each. In addition, the skills life skills also become focus, where PBK emphasizes importance development skills that enable student For face various problem in life in a way proactive and creative. Finally, evaluation holistic is aspects that need to be considered note, where the assessment in PBK no only focus on aspects cognitive, but also includes attitudes and skills, providing description comprehensive about achievement competence students. With consider all element This, the PBK objective is expected can produce competent and ready graduates face real world challenges.

Competence as objective learning refers to the ability that must be mastered by students in the learning process. In the context of modern education, competence No only covers knowledge theoretical, but also skills practical and relevant attitudes. Formulation competence as objective learning is very important Because ensure student No only understand material, but also capable apply it in situation real. Competence can defined as capabilities that include knowledge, skills and attitudes required For finish task certain. In education, competence become reference main in formulate objective clear and measurable learning. This goal aiming For ensure that student No only understand theory, but also able to apply it in practice everyday (Anwar, 2018).

Three aspect the first competency knowledge, aspects This referring to understanding relevant concepts, facts and information with material lesson. Students expected can remember and explain information that has been studied, as well as connect it with more context wide. This is important. For build base strong knowledge before student can develop skills more Next. Second, skills. Skills covers ability practical that can applied in situation real. This includes skills technical, such as use tool or technology, as well as non- technical skills, such as think critical and working in team. Skills This essential For ensure student can functioning in a way effective in environment work and life everyday. Third attitude. attitude related with expected values, ethics and behavior from students. Attitude positive to learning and environment around is very important in reach objective learning. Development attitude

This No only influence method student learning, but also how to they interact with others and confront challenges (Hamzah, 2012).

With set competence as objectives, teachers can measure how far students has reach results learning what you want. It helps in evaluation effectiveness method teaching used, as well give bait constructive feedback For repair more continue. Objective based competence give direction and focus on the teaching and learning process. Students know what to expect from them and can more directed in learning. This creates a sense of responsibility. more answers big for student in reach the goals that have been established. Established competencies often related direct with needs of the world of work and life everyday. With Thus, students more Ready face challenges outside school. Relevant learning help student develop required skills For contribute in a way positive in society. With emphasize on competence, education can more value uniqueness every students. This allows they For develop talents and interests they optimally. This process also creates environment inclusive learning, where everyone student can feel appreciated (Sanjani, 2021). With Thus, competence as objective learning No only functioning as guide for teachers in to design curriculum but also as tool For prepare student face future challenges with relevant skills and knowledge.

Standard Competence Graduate of in 2013 Curriculum and Independent Curriculum

SKL aims to For ensure that graduate of own relevant competencies with need society and the world of work. This also works as base For evaluation and development curriculum in every Education level. Standard Competence Graduate of used as reference main development standard content, process standards, standards evaluation education, standards educators and staff education, standards facilities and infrastructure, standards management, and standards financing. Coverage competence graduate of unit education based on Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 54 of 2013 concerning Standard Competence Elementary and Secondary Education Graduates elements achieved can seen in the following table. Graduates of Elementary School/Islamic Elementary School/Special Elementary School/Package A have attitudes, knowledge, and skills.

Elementary School/Islamic Elementary School/Special Elementary School/Package A	
Dimensions	Qualification Ability
Attitude	Own behavior that reflects the attitude of a believer, moral noble, knowledgeable, trustworthy yourself, and be responsible answer in interact in a way effective with environment social and natural in the environment home, school, and places play.
Knowledge	Own knowledge factual and conceptual based on desire he knows about knowledge knowledge, technology, art and culture in outlook humanity, nationality, statehood and civilization related phenomena and events in the environment home, school, and places play.
Skills	Own ability productive and creative thinking and action in realm abstract and concrete in accordance with the assigned to him.

Graduates of junior high school/Islamic junior high school/special junior high school/Package B have attitudes, knowledge and skills

Junior High School/Islamic Junior High School/Special Junior High School/Package B	
Dimensions	Qualification Ability
Attitude	Own behavior that reflects the attitude of a believer, moral noble, knowledgeable, trustworthy yourself, and be responsible answer in interact in a way effective with environment social and nature in range his/her association and existence.
Knowledge	Own knowledge factual, conceptual, and procedural in knowledge knowledge, technology, art and culture with outlook humanity, nationality, statehood and civilization related visible phenomena and events eye.
Skills	Own ability think and act effectively and creatively in realm abstract and concrete in accordance with what is learned at school and other similar sources.

Graduates of SMA/MA/SMK/MAK/SMALB/Package C have attitudes, knowledge and skills

SMA/MA/SMK/MAK/SMALB/Package C	
Dimensions	Qualification Ability
Attitude	Own behavior that reflects the attitude of a believer, moral noble, knowledgeable, trustworthy yourself, and be responsible answer in interact in a way effective with environment social and nature as well as in put self as reflection nation in world association.
Knowledge	Own knowledge factual, conceptual, procedural, and metacognitive in knowledge knowledge, technology, art and culture with outlook humanity, nationality, statehood and civilization related reason as well as impact phenomena and events.
Skills	Own ability think and act effectively and creatively in realm abstract and concrete as development from what is learned in school in a way independent.

Following is Standard Competence Graduates (SKL) of Independent Curriculum for Early Childhood Education, Elementary and Secondary Education levels in accordance Minister of Education and Culture Regulation No. 5 of 2022, which is in line with with development Profile Pancasila Students :

Educational level	Competence	Description Competence
Early Childhood Education	Faithful, Devout to God Almighty, and have noble character	Show mark faith, piety and behavior according to religious norms with method simple, like to pronounce accept love, sharing, and honor friends and family.
	Independent	Developing a sense of trust self and ability For do task simple in a way independent, such as get dressed alone and tidy up toy
	Mutual cooperation	Teach mark togetherness through games and activities involving Friend peers, and introduce activity social base like help friends and work The same.
	Creative	Push child For explore and try things new in accordance his interests and imagination, for example through art, games, and stories.

Elementary Education (SD)	Faithful, Devout to God Almighty, and have noble character	Develop attitude have faith, piety and morals in environment school and home in accordance Pancasila values, such as honest, respectful and responsible answer.
	Global Diversity	Introducing and developing attitude each other value diversity culture and religion in the environment school and surrounding areas.
	Independent	Push independence student in learning, increasing confidence yourself, and not quite enough answer to task daily and assignments group.
	Mutual cooperation	Teach Work The same in groups and build empathy to friends, family, and community.
	Reasoning critical	Introduce breakdown problem simple as well as ability analyze in a way logical in environment learning and activities daily.
	Creative	Push courage experiment and innovate in finish tasks and challenges faced daily.
Elementary Education (Junior High School)	Faithful, Devout to God Almighty, and have noble character	Show values piety, faith, and morals glorious in interaction more social widespread in schools and communities.
	Global Diversity	Develop awareness and appreciation to diversity culture and social in the environment school, community, and nation.
	Independent	Push student For manage self in learn, be responsible answer, and achieve objective academic and social in a way independent.
	Mutual cooperation	Deepen ability Work The same in group For solve problems and implement project social.
	Reasoning critical	Strengthen ability think critical and analytical in finish task as well as take decision based on relevant data and information.
	Creative	Develop ability innovate in finish assignment, put forward new ideas that can applied in school assignments and activities daily.
Secondary Education (SMA/SMK/MA)	Faithful, Devout to God Almighty, and have noble character	Strengthen values faith, piety and morals glorious in interaction social in the environment school and outside school.
	Global Diversity	Push attitude open, respectful differences, and global understanding in context diversity cultural and international.
	Independent	Deepen ability planning and managing objective personal and academic in a way independent and responsible answer, with orientation towards desired achievement.

Mutual cooperation	Build collaboration and capability leadership in various activity group as well as contribution real in community or environment social.
Reasoning critical	Develop skills think critical and evaluative, including analysis complex and solution data and evidence based issues real in various context learning.
Creative	Direct student For innovate and experiment in appropriate projects with interests, talents, and development technology and science knowledge learned.

Core Competencies in Curriculum 2013 and Kumer

Competencies (KI) are gathering ability the basics that must be owned by each students in various level education. In the 2013 Curriculum (K13), Core Competencies are guidelines that direct the learning process and become reference in compilation Basic Competencies (KD). KI includes aspect relevant attitudes, knowledge and skills with development participant education and needs society. According to Minister of Education and Culture Regulation Number 24 of 2016, the core competencies in the 2013 curriculum are ability For reach standard competence graduates who must owned participant educate every level class. Competence This No taught direct in learning, but rather every eye lesson must own same goal with formulation his competence. 2013 curriculum stipulates four Core Competencies, which are divided become :

1. KI 1 : Attitude Spiritual

Spiritual attitude is one of the competence students who are assessed by educators. Actually, it is not only aiming For evaluation only, will but as an icon of education character in curriculum latest to welcome realization generation a nation of faith, piety, and moral noble. This spiritual attitude is very much related with formation participant Educate those who have faith and piety with method respect, appreciate and practice religious teachings that are adhered to. Thus, the emphasis on assessment this spiritual attitude among them like diligent worship, behave gratitude, prayer before and after do activities, tolerance in worship, say greetings.

2. KI 2: Social Attitude

In the 2013 curriculum, formation attitude social that exists in oneself students are given great attention. This is No different with spiritual attitude. With own attitude social, students expected capable become generation successor a nation of morals noble, independent, democratic and responsible answer. Relationship between man will more harmonious If based on with attitude good social behavior. Such as, attitudes How must appreciate more young and how attitude respect more old. This is become base attitude in hang out with other people so that can avoid from things bad that is not desired.

3. KI 3: Knowledge

The realm of knowledge reflect concepts science that must be mastered by participants educate through the learning process teaching. Learning This aiming For measure ability participant educate to four dimensions knowledge that includes knowledge

factual, knowledge conceptual, knowledge procedural, as well as knowledge metacognitive through skills think level low to the highest.

4. KI 4: Competence Skills

Related with application knowledge in life everyday. The 2013 curriculum does not only demand theory but also practice. Stages For measure skills covering observing, asking, trying, reasoning, presenting, and creating.

Independent Curriculum introduces approach new in education in Indonesia, replacing Curriculum 2013 with emphasis on flexibility and development more holistic competencies. In the Independent Curriculum, Core Competencies do not Again shared become rigid categories as in the 2013 Curriculum. As instead, curriculum This use achievement learning that is structured per phase. Achievements This describe knowledge, attitudes and skills that must be owned student For achieve, improve, or strengthen competence they. Achievements Learning written in form paragraph, so that relatedness between knowledge, skills and competencies general seen clear and complete as One the unity that is not inseparable in learning and describing What will achieved participant educate at the end learning.

Achievements Learning shared become a number of phase. Every phase is description that includes knowledge, skills, and competence general. Next lowered become achievement learning according to mapped elements according to development students. Division phase in CP can depicted as The following are Phase A: Generally Elementary School Grades 1-2, Phase B: Generally Elementary School Grades 3-4, Phase C: Generally Elementary School Grades 5-6, Phase D: Generally Junior High School Grades 7-9, Phase E: Generally Senior High School Grades 10, Phase F: Generally Senior High School Grades 11 and 12.

Curriculum independent emphasize importance literacy and numeracy as core competencies that must be mastered students. This includes ability essential reading, writing and arithmetic For life everyday. Skills think critical also becomes focus main, prepare student For analyze information and create the right decision. In addition to skills academically, the Independent Curriculum also emphasizes development character student based on Pancasila values, such as mutual cooperation and tolerance.

Independent Curriculum encourages a more approach active and participatory in learning. Students given freedom For choose method appropriate learning with need they, including method learning based on projects and uses technology. Teachers play a role as supportive facilitator exploration student in the learning process. Evaluation in Independent Curriculum is more varies compared to with Curriculum 2013. Evaluation methods can covers portfolio, observation, and reflection that allow evaluation more holistic to development students. Core Competencies in The Independent Curriculum is designed For build character and skills student in a way more flexible and relevant with needs of the times. With approach this, it is expected student can more Ready face future challenges through mastery literacy, numeracy, skills think critical, and development strong character.

Basic Competencies in Curriculum 2013 and Kumer

Competencies (BC) in The 2013 curriculum is ability and material minimum learning that must be achieved participant educate For every eye lessons. KD is formulated based on Core Competencies (KI) and functions as reference in compilation indicator competence. With

words In other words, KI 1 has related KD with spiritual attitude, KI 2 has related KD with attitude social, KI 3 has related KD with knowledge and KI 4 have related KD with skills.

References used For develop competence base every eye lessons on each class are SKL and core competencies. Which are contained in the Regulation of the Minister of Education and Culture Number 37 of 2018 Concerning Amendments to the Regulation of the Minister of Education and Culture Number 24 of 2016 About Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum in Elementary and Secondary Education. Such as examples of KI and KD at elementary school level for Indonesian language subjects.

CORE COMPETENCY 3 (KNOWLEDGE)	CORE COMPETENCY 4 (SKILLS)
Understand knowledge factual with method observe (listen, see, read) and ask questions based on desire know about himself, the creature God's creation and activities, and the objects he encounters at home and at school	Serve knowledge factual in clear and logical language in aesthetic work, in movement that reflects child healthy, and in actions that reflect behavior child faithful and moral glorious
BASIC COMPETENCIES	BASIC COMPETENCIES
Explain activity preparation read beginning (sitting properly and properly, distance between eyes and books, way hold book, how to turn over page book, movement eye from left to right, select place with bright light, and ethics read book) with the right way	Practice activity preparation read beginning (sitting properly and well, distance between eyes and books, way hold book, how to turn over page book, movement eye from left to right, select place with bright light) with Correct
To put forward activity preparation write beginning (how to sit, how to hold pencil, how to move pencil, how to put book, distance between eyes and books, selection place with bright light) which is correct in a way oral	Practice activity preparation write beginning (how to sit, how to hold pencil, how to put book, distance between eyes and books, movement hand up-down, left-right, practice flexing movement hand with movement writing in the air / sand / table, relaxing finger with coloring, tracing, drawing, making vertical, diagonal, straight and curved lines, tracing various form images, circles, and shapes letters in place glowing bright) with Correct
To explain symbol sound vowels and consonants in Indonesian words or Language area or Language area	To pronounce sound vowels and consonants in Indonesian words or Language area
Determine vocabulary about member body and five senses as well as the treatment through text short (in the form of images, writing, simple slogans, and/ or poem songs) and exploration environment	Convey explanation (in the form of pictures and writing) about member body and five limbs senses as well as the treatment use vocabulary Indonesian with help Language area in a way oral and/ or write
Getting to know vocabulary about method look after health through text short (in the form of simple images, writing and slogans) and/ or exploration environment	To put forward explanation about method look after health with pronunciation Correct and assisted Indonesian vocabulary with Language area

To explain vocabulary about various type objects in the environment around through text short (in the form of images, simple slogans, writing, and/ or poem song) and/ or exploration environment.	Use vocabulary Indonesian with correct and assisted spelling with Language area about various type objects in the environment around in text write simple
Determine related vocabulary with incident day and night through text short (pictures, writing, and/ or poem song) and/ or exploration environment.	Convey explanation with Indonesian vocabulary and assisted with Language area about incident day and night in text write and draw
Detailing expression delivery accept love, request sorry, please, and giving praise, invitation, notification, command, and instruction to others with use polite language in a way oral and written that can assisted with vocabulary Language area	Putting it into practice expression accept love, request sorry, please, and giving praise, with use polite language to others in a oral and written
Detailing vocabulary and expressions introduction yourself, your family, and the people in your place his residence in a way oral and written that can assisted with vocabulary Language area	Use proper vocabulary and expressions For introduction yourself, your family, and the people in your place his residence in a way simple in form oral and written
To explain vocabulary connection family through image / chart genealogy family in Indonesian or Language area	Use proper vocabulary in conversation about connection family with use help image / chart genealogy family
Observing poetry child / poem song (contains expression admiration, pride, respect to parents, love dear, or friendship) which is heard with objective For pleasure	Express poetry child or poem song (contains expression admiration, pride, respect to parents, love dear, or friendship) as form expression self

Competencies in the Independent Curriculum are called with objective learning. Good goals learning in The Independent Curriculum and KD aim to For ensure student reach results desired learning, including relevant knowledge, skills, and attitudes. Basic Competencies in The Independent Curriculum is compiled in form achievement more learning flexible and integrated per phase, depicting knowledge, attitudes, and skills in a way holistic. While that, KD in curriculum previously more structured and rigid. Learning objectives in The Independent Curriculum provides freedom to student For choose method Study in accordance interest them, while KD is more focused on achievement certain things that must be achieved in every Subjects. In the Merdeka curriculum the objectives learning developed with KKTP (Criteria Achievement of Learning Objectives) which uses action verbs operational.

ALUR TUJUAN PEMBELAJARAN
 PENDIDIKAN AGAMA ISLAM DAN BUDI PEKERTI

NAMA PENYUSUN : ACHMAD HASIM
 SEKOLAH : SDN BANDUNG
 FASE : A

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	ALUR TUJUAN PEMBELAJARAN
Al-Qur'an-Hadis	Peserta didik mengenal huruf hijaiyah dan harakatnya, huruf hijaiyah bersambung, dan kemampuan membaca surah-surah pendek Al-Qur'an dengan baik.	<ul style="list-style-type: none"> - Memahami huruf hijaiyah dan harakatnya, huruf hijaiyah bersambung. - Memahami Q.S. al-Fatihah, Q.S. al-Ikhlâs, Q.S. an-Nas, Q.S. al-Falaq, Q.S. al-'Asr, Q.S. an-Nâsr, Q.S. al-Kausar. 	<ol style="list-style-type: none"> 1. Memahami huruf hijaiyah dan harakatnya, huruf hijaiyah bersambung. 2. Memahami Q.S. al-Fatihah, Q.S. al-Ikhlâs, Q.S. an-Nas, Q.S. al-Falaq, Q.S. al-'Asr, Q.S. an-Nâsr, Q.S. al-Kausar.
Akidah	Peserta didik mengenal rukun iman, iman kepada Allah melalui nama-namanya yang agung (asmaulhusna) dan mengenal para malaikat dan tugas yang diembannya.	<ul style="list-style-type: none"> - Memahami rukun iman, iman kepada Allah Swt. dan para malaikat beserta tugasnya. - Memahami Asmaulhusna Ar-Rahman, Ar-Rahim, Al-Ahad, As-Samad. 	<ol style="list-style-type: none"> 3. Memahami rukun iman, iman kepada Allah Swt. dan para malaikat beserta tugasnya. 4. Memahami Asmaulhusna Ar-Rahman, Ar-Rahim, Al-Ahad, As-Samad.
Akhlak	Peserta didik terbiasa mempraktikkan nilai-nilai baik dalam kehidupan sehari-hari dalam ungkapan-ungkapan positif baik untuk dirinya maupun sesama manusia, terutama orang tua dan guru. Peserta didik juga memahami pentingnya tradisi memberi dalam ajaran agama Islam. Mereka mulai mengenal norma yang ada di lingkungan sekitarnya. Peserta didik juga terbiasa percaya diri mengungkapkan pendapat pribadinya dan belajar menghargai pendapat yang berbeda. Peserta didik juga terbiasa melaksanakan tugas kelompok serta memahami pentingnya mengenali kekurangan diri dan kelebihan temannya demi terwujudnya	<ul style="list-style-type: none"> - Memahami dan mempraktikkan kalimat tayyibah (basmalah dan hamdalah), ungkapan terima kasih kepada sesama, orang tua dan guru, pentingnya kebiasaan memberi. - Memahami dan membiasakan sikap percaya diri mengungkapkan pendapat, menghargai pendapat yang berbeda, mengerjakan tugas secara berkelompok, pentingnya mengenali kekurangan diri dan kelebihan temannya. 	<ol style="list-style-type: none"> 5. Memahami dan mempraktikkan kalimat tayyibah (basmalah dan hamdalah), ungkapan terima kasih kepada sesama, orang tua dan guru, pentingnya kebiasaan memberi. 6. Memahami dan membiasakan sikap percaya diri mengungkapkan pendapat, menghargai pendapat yang berbeda, mengerjakan tugas secara berkelompok, pentingnya mengenali kekurangan diri dan kelebihan temannya.

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	ALUR TUJUAN PEMBELAJARAN
	suasana saling mendukung satu sama lain		
Fikih:	Peserta didik dapat mengenal rukun Islam dan kalimat syahadatain, menerapkan tata cara bersuci, salat fardu, azan, ikamah, zikir dan berdoa setelah salat.	<ul style="list-style-type: none"> - Memahami rukun Islam, kalimat syahadatain. - Memahami dan menerapkan tata cara bersuci (wudu dan tayamum), azan dan ikamah, salat fardu zikir dan doa setelah salat. 	<ol style="list-style-type: none"> 7. Memahami rukun Islam, kalimat syahadatain. 8. Memahami dan menerapkan tata cara bersuci (wudu dan tayamum), azan dan ikamah, salat fardu zikir dan doa setelah salat.
Sejarah Peradaban Islam	Peserta didik mampu menceritakan secara sederhana kisah beberapa nabi yang wajib diimani.	<ul style="list-style-type: none"> - Memahami kisah keteladanan Nabi Adam a.s., Nabi Idris a.s., Nabi Nuh a.s., Nabi Muhammad saw., 	<ol style="list-style-type: none"> 9. Memahami kisah keteladanan Nabi Adam a.s., Nabi Idris a.s., Nabi Nuh a.s., Nabi Muhammad saw.

Arranging the instruments appropriate assessment with indicators and objectives learning is step crucial in evaluation education. Good instrument No only help educator evaluate competence students, but also provide bait useful return For repair learning. Here is techniques that can used For compile instrument effective assessment.

1. First step is set objective clear assessment. This goal must in line with curriculum and describe skills or knowledge that you want assessed. For example, whether the purpose For measure understanding concept, skills practical, or ability think critical. Clear objectives help educator to design proper assessment target.
2. Grid question functioning as detailed matrix type and quantity question as well as composition based on level difficulties. Grid This ensure that all established indicators in objective learning covered in assessment. As for example, if the indicator is student can explain the process of photosynthesis, then grid can covers 3 questions choice double and 1 question related essays with photosynthesis.
3. Select instrument format appropriate assessment, such as question choice double, essay, project, or presentation. This format must allow student For show understanding

they in a way effective. For example, the question choice double Can used For test knowledge factual, temporary question essay more suitable For measure ability analysis and synthesis.

4. After determine grid, layout indicator specific questions based on objective learning. Indicators This must includes stimulus (information) or data) and the questions to be asked submitted to students. For example, stimulus can in the form of sentences that explain role light sun in photosynthesis, followed by with question that asks student explain role the in a way detail.
5. Before used in a way official, do a trial to instrument evaluation For ensure validity and reliability. This can done with request colleague peer or a group small student For try question said. Evaluation test results For ensure instrument the can measure competence in accordance with objective specified learning.
6. Create a rubric assessment that provides guide in evaluate answer students. This rubric must covers clear and specific criteria For every type question. As example, for question essay, rubric can covers criteria understanding concept, relationship arguments, and delivery, with scale mark for each criteria.
7. After all steps above done, carry out evaluation in accordance with procedures that have been set. Make sure all student understand instruction work so that the assessment process walk fluent.

CONCLUSION

Learning Objective Design Based on Competence (*outcome*) is achievement - focused approach results clear and measurable learning. With emphasize mastery relevant knowledge, skills and attitudes, design This help ensure that student No only understand theory but also capable apply it in practice. Implementation SMART principle in formulate objectives and indicators achievement competence allow further evaluation effective and relevant with real world needs. In addition, the approach this also supports development holistic individual, preparing student For face challenges in the future. Through curriculum based on competence, education can more responsive to need society and development technology, so that increase quality graduates who are ready contribute in a way positive. Curriculum based on competence also provides flexibility in method learning, allowing teachers to adapt approach with characteristics and interests students. With Thus, education become more responsive to change social and development technology, which in turn can increase quality graduates. Graduates produced expected No only own skills technical, but also attitude positive needed For contribute in a way effective in public.

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